

# Missouri Annual Performance Report (APR) Summary Special Education Part B

Annual Determinations based on 2006-07 data through 2019-20 data: Meets Requirements  
Determination based on 2005-06 data: Needs Assistance

	Indicator	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21 Target	Gap from Target	Progress/Slippage
1	Graduates as percent of exiters <sup>1</sup>					86.2%		≥ 83.0%	✓ 3.2%	N/A
2	Dropouts as percent of exiters <sup>1</sup>					8.0%		≤ 11.0%	✓ 3.0%	N/A
3A	IEP MAP Participation ELA-4						98.2%	≥ 95.0%	✓ 3.2%	N/A
3A	IEP MAP Participation ELA-8						97.4%	≥ 95.0%	✓ 2.4%	N/A
3A	IEP MAP Participation ELA-HS						96.5%	≥ 95.0%	✓ 1.5%	N/A
3A	IEP MAP Participation M-4						98.2%	≥ 95.0%	✓ 3.2%	N/A
3A	IEP MAP Participation M-8						97.3%	≥ 95.0%	✓ 2.3%	N/A
3A	IEP MAP Participation M-HS						95.3%	≥ 95.0%	✓ 0.3%	N/A
3B	IEP MAP Proficiency against grade level standards ELA-4						17.5%	≥ 17.5%	✓ 0.0%	N/A
3B	IEP MAP Proficiency against grade level standards ELA-8						11.7%	≥ 11.7%	✓ 0.0%	N/A
3B	IEP MAP Proficiency against grade level standards ELA-HS						14.8%	≥ 14.8%	✓ 0.0%	N/A
3B	IEP MAP Proficiency against grade level standards M-4						14.6%	≥ 14.6%	✓ 0.0%	N/A
3B	IEP MAP Proficiency against grade level standards M-8						7.9%	≥ 7.9%	✓ 0.0%	N/A
3B	IEP MAP Proficiency against grade level standards M-HS						7.3%	≥ 7.3%	✓ 0.0%	N/A
3C	IEP MAP Proficiency against alternate standards ELA-4						28.9%	≥ 28.9%	✓ 0.0%	N/A
3C	IEP MAP Proficiency against alternate standards ELA-8						18.3%	≥ 18.3%	✓ 0.0%	N/A
3C	IEP MAP Proficiency against alternate standards ELA-HS						14.1%	≥ 14.1%	✓ 0.0%	N/A
3C	IEP MAP Proficiency against alternate standards M-4						9.6%	≥ 9.6%	✓ 0.0%	N/A
3C	IEP MAP Proficiency against alternate standards M-8						9.6%	≥ 9.6%	✓ 0.0%	N/A
3C	IEP MAP Proficiency against alternate standards M-HS						7.4%	≥ 7.4%	✓ 0.0%	N/A
3D	Gap in MAP Proficiency ELA-4						31.2%	≥ 31.2%	✓ 0.0%	N/A
3D	Gap in MAP Proficiency ELA-8						34.3%	≥ 34.3%	✓ 0.0%	N/A
3D	Gap in MAP Proficiency ELA-HS						40.1%	≥ 40.1%	✓ 0.0%	N/A
3D	Gap in MAP Proficiency M-4						25.3%	≥ 25.3%	✓ 0.0%	N/A
3D	Gap in MAP Proficiency M-8						26.2%	≥ 26.2%	✓ 0.0%	N/A
3D	Gap in MAP Proficiency M-HS						24.3%	≥ 24.3%	✓ 0.0%	N/A
4A	Discipline	0.0%	2.9%	0.0%	5.3%	4.7%	6.1%	≤ 6.1%	✓ 0.0%	↓ -1.4%
4B	Discipline by Race/Ethnicity	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	= 0.0%	✓ 0.0%	→ 0.0%
5A	Inside Regular Education >79%	57.6%	57.4%	57.0%	56.8%	57.2%	57.8%	≥ 57.4%	✓ 0.4%	↑ 0.6%
5B	Inside Regular Education <40%	8.8%	8.6%	8.5%	8.3%	8.4%	8.1%	≤ 8.4%	✓ 0.3%	↑ 0.3%
5C	Separate Settings	3.6%	3.6%	3.6%	3.7%	3.6%	3.5%	≤ 3.6%	✓ 0.1%	↑ 0.1%
6A	ECSE Children in Regular Programs					27.1%	24.6%	≥ 24.6%	✓ 0.0%	↓ -2.5%
6B	ECSE Children in Special Education Programs					37.5%	41.9%	≤ 41.9%	✓ 0.0%	↓ -4.4%
6C	ECSE Children Receiving Services at Home						2.9%	≤ 5.0%	✓ 2.2%	N/A
7A	ECO Positive Social Emotional Skills SS1	95.0%	95.8%	95.7%	95.9%	95.9%	95.5%	≥ 94.0%	✓ 1.5%	↓ -0.4%
7A	ECO Positive Social Emotional Skills SS2	47.2%	44.8%	42.2%	42.2%	36.5%	33.3%	≥ 33.3%	✓ 0.0%	↓ -3.2%
7B	ECO Acquisition & Use of Knowledge & Skills SS1	96.4%	97.0%	96.2%	96.9%	96.6%	96.6%	≥ 95.5%	✓ 1.1%	↓ 0.0%
7B	ECO Acquisition & Use of Knowledge & Skills SS2	38.9%	38.7%	37.0%	36.4%	33.2%	30.2%	≥ 30.2%	✓ 0.0%	↓ -3.0%
7C	ECO Appropriate Behaviors SS1	95.2%	95.4%	95.5%	96.0%	96.2%	95.9%	≥ 93.5%	✓ 2.4%	↓ -0.3%
7C	ECO Appropriate Behaviors SS2	56.9%	54.3%	52.2%	51.5%	46.3%	40.4%	≥ 40.4%	✓ 0.0%	↓ -5.9%
8	Parent Involvement	75.7%	72.7%	74.4%	75.6%	76.6%	73.5%	≥ 73.0%	✓ 0.5%	↓ -3.1%
9	Disproportionate Representation	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	= 0.0%	✓ 0.0%	→ 0.0%
10	Disproportionate Representation by Disability	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	= 0.0%	✓ 0.0%	→ 0.0%
11	Initial Evaluation Timelines	98.8%	99.5%	99.1%	99.0%	99.2%	98.4%	= 100.0%	✗ -1.6%	↓ -0.8%
12	Part C to Part B Transition Timelines	97.5%	98.5%	98.3%	100.0%	100.0%	96.8%	= 100.0%	✗ -3.2%	↓ -3.2%
13	Post-Secondary Transition Planning	88.3%	87.7%	94.4%	93.6%	89.2%	88.7%	= 100.0%	✗ -11.4%	↓ -0.6%
14A	Post-Secondary Follow-up A	29.6%	28.5%	25.5%	25.2%	24.6%	23.3%	≥ 23.0%	✓ 0.3%	↓ -1.3%
14B	Post-Secondary Follow-up B	60.9%	59.7%	58.3%	57.9%	57.4%	56.0%	≥ 55.0%	✓ 1.0%	↓ -1.4%
14C	Post-Secondary Follow-up C	65.9%	64.3%	62.9%	62.6%	61.6%	60.2%	≥ 60.0%	✓ 0.2%	↓ -1.4%
15	Resolution Settlement Agreements	52.9%	59.0%	21.7%	60.0%	41.5%	23.1%	≥ 36.0%	✗ -12.9%	↓ -18.4%
16	Mediation Agreements	81.0%	66.7%	81.8%	64.7%	83.3%	75.0%	≥ 36.0%	✓ 39.0%	↓ -8.3%

1. Data lag one year for APR and the targets shown correspond to the last data year provided.

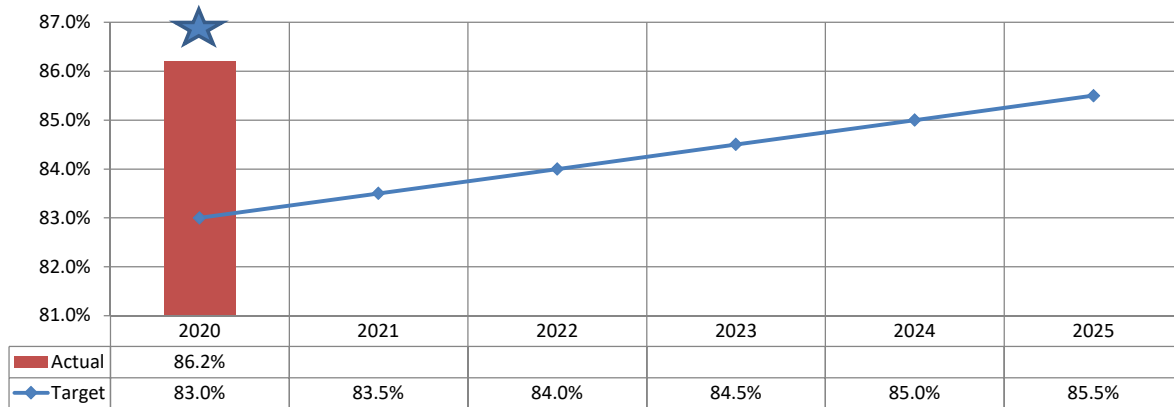
## Special Education State Performance Plan (SPP) Indicators

### STATEWIDE PROGRESS AT A GLANCE

#### SPP 1

Percent of youth with Individualized Education Programs (IEPs) exiting special education due to graduating with a regular high school diploma

#### SPP 1: Graduates as a Percent of Exitters



##### Formula:

The number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma / the number of all youth with IEPs who exited special education (ages 14-21).

##### Notes:

- Data lag one year for APR reporting
- Blue star indicates baseline year
- The 2020 baseline was set due to a calculation change. Graduates as a percent of exitters cannot be compared to the four-year cohort graduation rate.

##### Source:

MOSIS Student Enrollment and Attendance file

GRADUATES

#### SPP 2

Percent of youth with IEPs who exited special education due to dropping out

#### SPP 2: Dropouts as a Percent of Exitters



##### Formula:

Number of youth with IEPs (ages 14-21) who exited special education due to dropping out / the number of all youth with IEPs who exited special education (ages 14-21) in the denominator.

##### Notes:

- Data lag one year for APR reporting
- Blue star indicates baseline year
- The 2020 baseline was set due to a calculation change. Dropouts as a percent of exitters cannot be compared to the annual dropout rate.

##### Source:

MOSIS Student Enrollment and Attendance file

DROPOUTS

## Special Education State Performance Plan (SPP) Indicators

### STATEWIDE PROGRESS AT A GLANCE

#### SPP 3A

Participation rate for children with IEPs - English Language Arts (ELA) and Mathematics

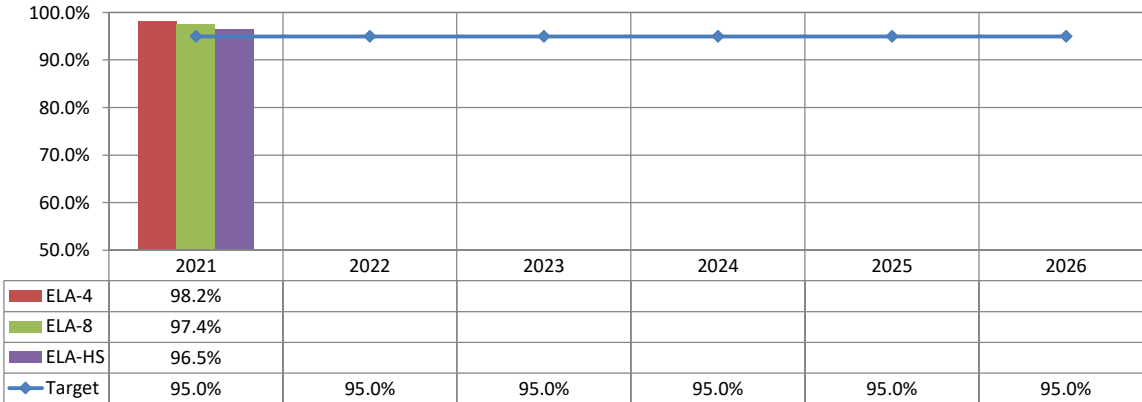
#### SPP 3A: MAP Participation Rate - ELA

Formula:

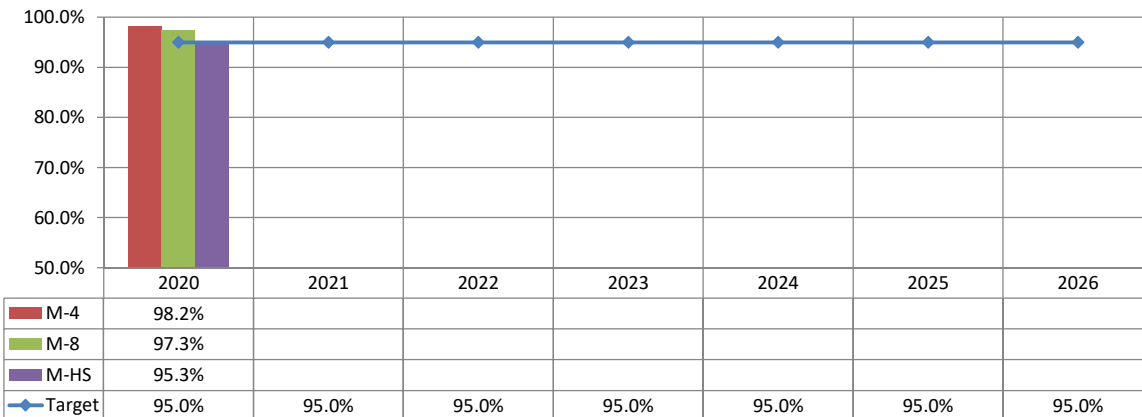
Participation rate percent = [(# of children with IEPs participating in an assessment) / (total # of children with IEPs enrolled during the testing window)].

Notes:

- Federal requirements include only grades 4, 8, and high school (HS)
- Assessments include regular grade level assessments (MAP), alternate grade level assessments (MAP-A), and End of Course assessments (EOC)



#### SPP 3A: MAP Participation Rate - Math



Source:

MAP assessment data

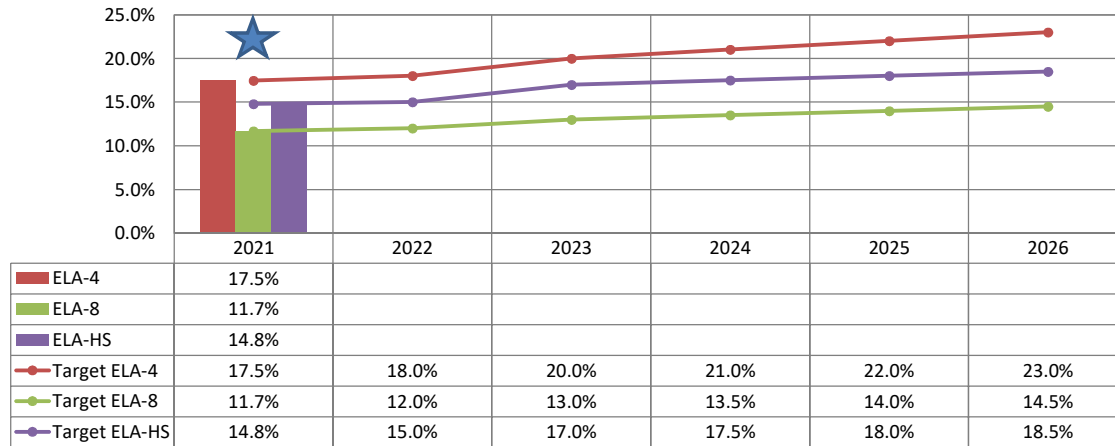
MAP PARTICIPATION

## Special Education State Performance Plan (SPP) Indicators STATEWIDE PROGRESS AT A GLANCE

### SPP 3B

Proficiency rate for children with IEPs against grade level academic achievement standards (MAP and EOC)

#### SPP 3B: MAP Proficiency Rate - ELA



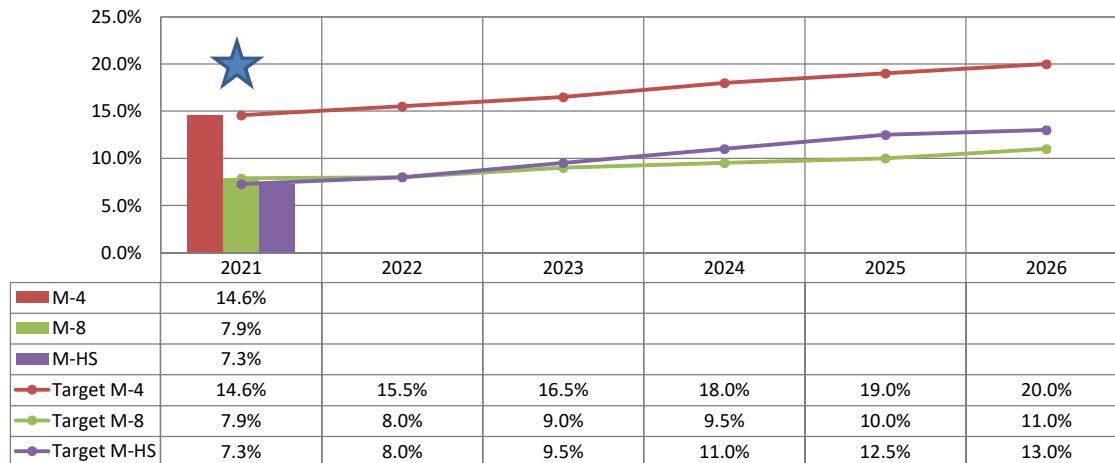
#### Formula:

Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) / (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]

#### Notes:

- Federal requirements include only grades 4, 8, and high school (HS)
- Assessments include regular grade level assessments (MAP) and End of Course assessments (EOC)
- Blue star indicates baseline year

#### SPP 3B: MAP Proficiency Rate - Math



#### Source:

MAP assessment data

MAP PROFICIENCY

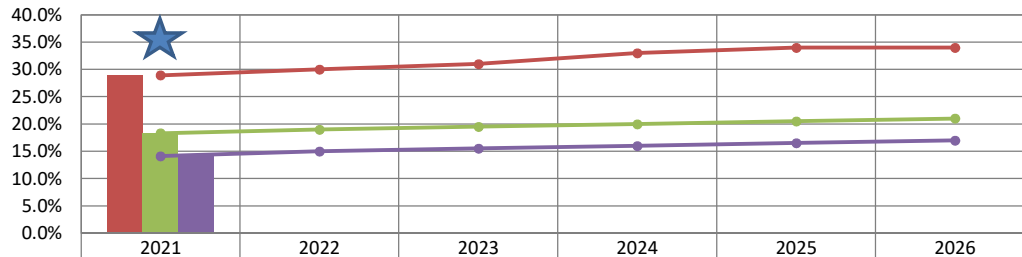
## Special Education State Performance Plan (SPP) Indicators

### STATEWIDE PROGRESS AT A GLANCE

#### SPP 3C

Proficiency rate for children with IEPs against alternate academic achievement standards (MAP-A)

#### SPP 3C: MAP-A Proficiency Rate - ELA



#### Formula:

Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) / (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]

#### Notes:

- Federal requirements include only grades 4, 8, and high school (HS)
- Assessments include alternate grade level assessments (MAP-A)
- Blue star indicates baseline year

ELA-4	28.9%					
ELA-8	18.3%					
ELA-HS	14.1%					
Target ELA-4	28.9%	30.0%	31.0%	33.0%	34.0%	34.0%
Target ELA-8	18.3%	19.0%	19.5%	20.0%	20.5%	21.0%
Target ELA-HS	14.1%	15.0%	15.5%	16.0%	16.5%	17.0%

#### SPP 3C: MAP-A Proficiency Rate - Math



M-4	9.6%					
M-8	9.6%					
M-HS	7.4%					
Target M-4	9.6%	11.0%	12.0%	12.5%	13.0%	13.5%
Target M-8	9.6%	10.0%	10.5%	11.0%	11.5%	12.0%
Target M-HS	7.4%	8.0%	9.0%	9.5%	10.0%	10.5%

#### Source:

MAP assessment data

MAP-A PROFICIENCY

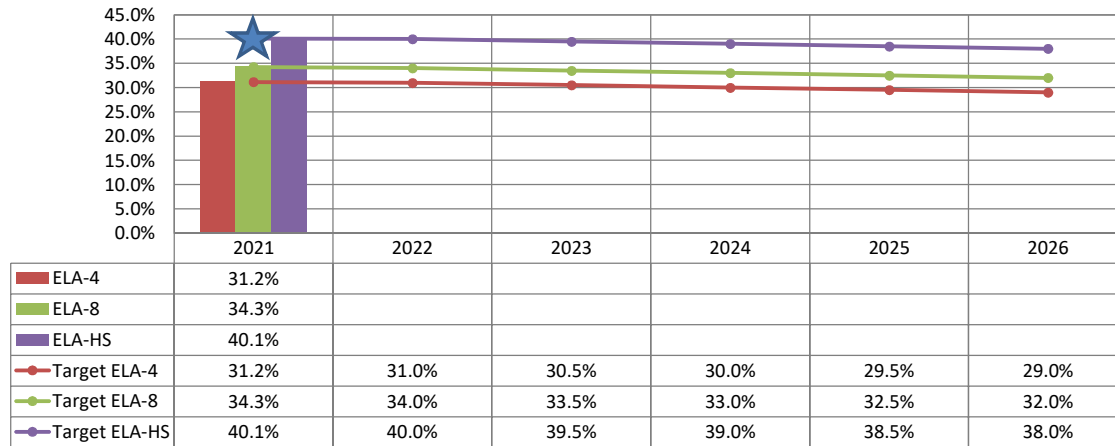
## Special Education State Performance Plan (SPP) Indicators

### STATEWIDE PROGRESS AT A GLANCE

#### SPP 3D

Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards

#### SPP 3D: MAP Proficiency Gap - ELA



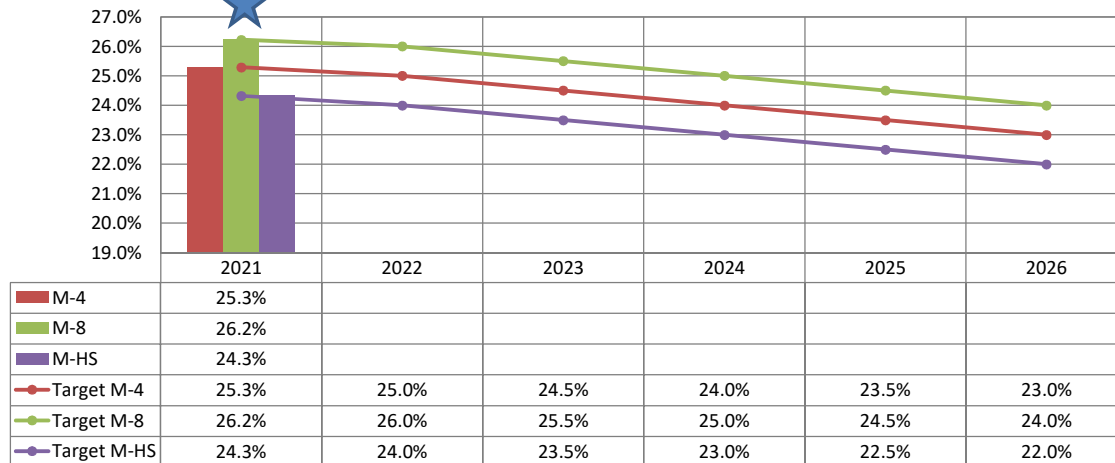
#### Formula:

Proficiency Rate Gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards)]

#### Notes:

- Federal requirements include only grades 4, 8, and high school (HS)
- Assessments include regular grade level assessments (MAP) and End of Course assessments (EOC)
- Blue star indicates baseline year

#### SPP 3D: MAP Proficiency Gap - Math



#### Source:

MAP assessment data

MAP ACHIEVEMENT GAP

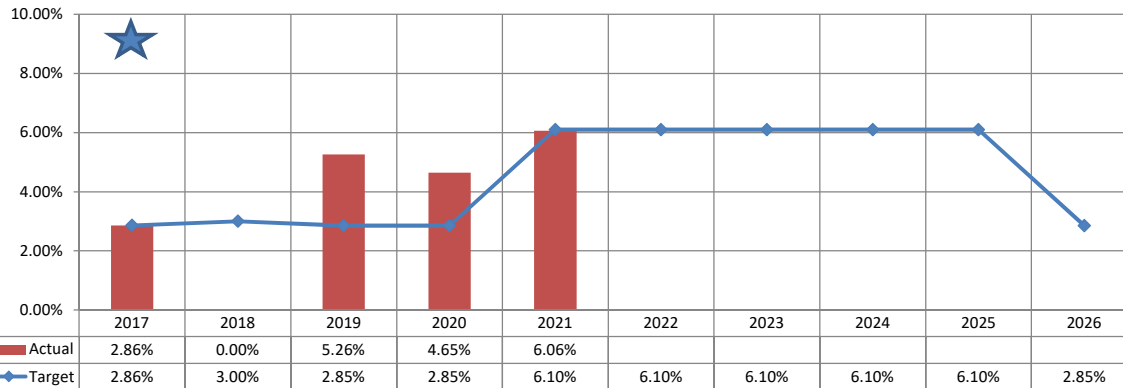
## Special Education State Performance Plan (SPP) Indicators

### STATEWIDE PROGRESS AT A GLANCE

#### SPP 4A

Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

#### SPP 4A: Districts with Significant Discrepancies in Suspension/Expulsion Rates



Formula:

Percent =

(Number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year/Number of districts with minimum cell size) x 100

Notes:

- Districts are identified using a risk ratio of the discipline rate for students with disabilities to the discipline rate of nondisabled students. A district with high ratios for two consecutive years would be considered to have a significant discrepancy in suspension/expulsion rates.  
-Blue star indicates baseline year

Source:

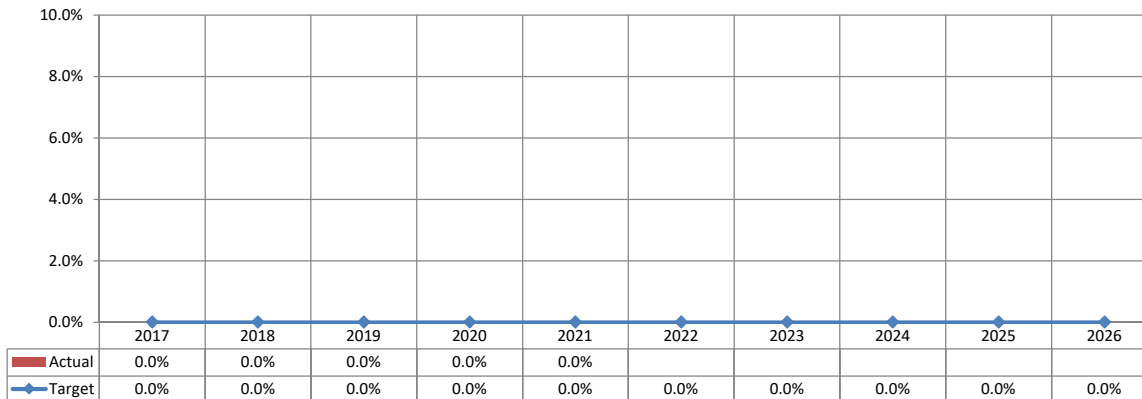
MOSIS Discipline Incident Data

DISCIPLINE

#### SPP 4B

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards

#### SPP 4B: Districts with Significant Discrepancies in Suspension/Expulsion Rates by Race/Ethnicity



Formula:

Percent = (Number of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions by race ethnicity that had noncompliant policies, procedures or practices contributing to the discrepancy/Number of districts with minimum cell size) x 100

Notes:

- Districts are identified using a risk ratio of the discipline rate for students with disabilities to the discipline rate of nondisabled students, by race/ethnicity. A district with high ratios for two consecutive years would be considered to have a significant discrepancy in suspension/expulsion rates.

Source:

MOSIS Discipline Incident Data

DISCIPLINE BY RACE/ETHNICITY

## Special Education State Performance Plan (SPP) Indicators

### STATEWIDE PROGRESS AT A GLANCE

#### SPP 5

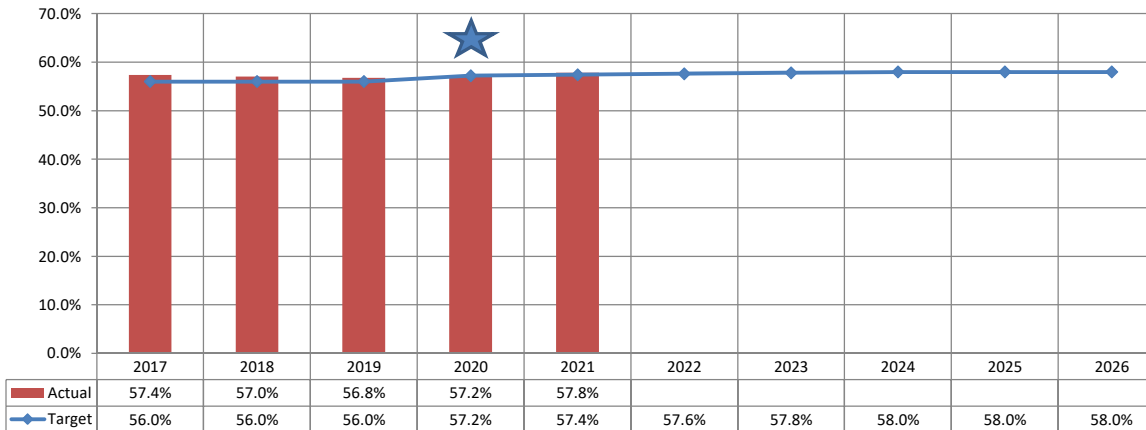
Percent of children with IEPs ages 5 who are enrolled in Kindergarten (5K) through 21 served:

A: Inside the regular class 80% or more of the day

B: Inside the regular class less than 40% of the day

C: In separate schools, residential facilities, or homebound/hospital placements

#### SPP 5A: Inside Regular Class > 80%



Formula:

$(\text{Number Ages 5K-21 in Educational Environment} / \text{Total Ages 5K-21 Child Count}) \times 100$

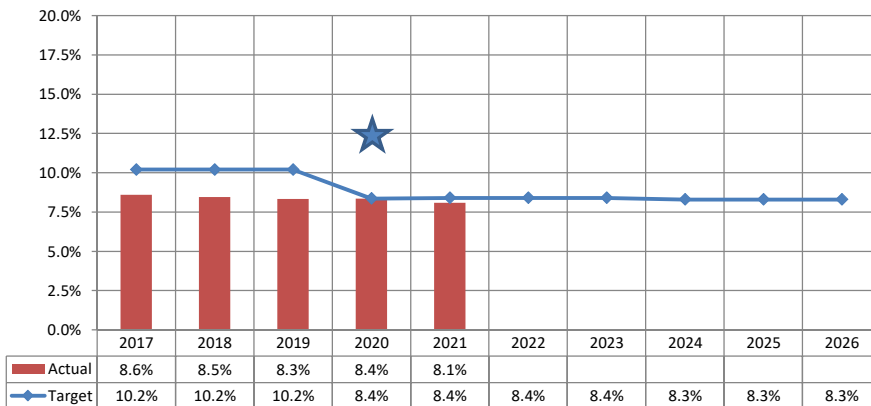
Notes:

- 2019-20 changed to ages 5 year olds in kindergarten (5K) through 21, making 2020 the new baseline year.
- Blue star indicates baseline year
- Separate Settings include public or private separate schools, residential placements, homebound or hospital settings, and state operated programs

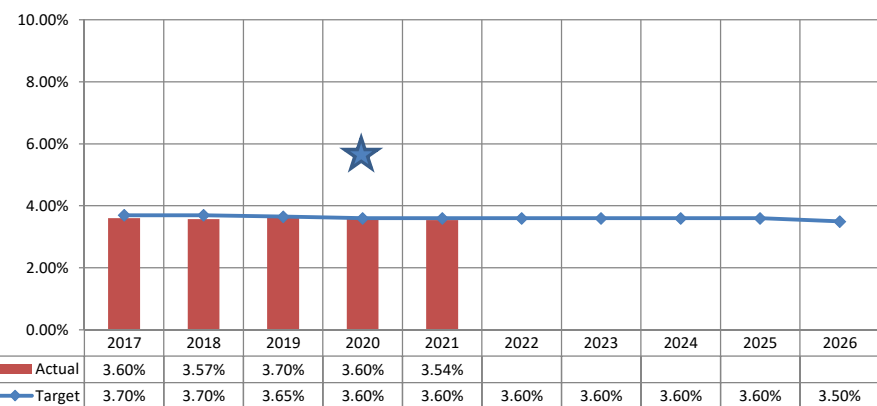
Source:

MOSIS December Student Core File

#### SPP 5B: Inside Regular Class < 40%



#### SPP 5C: Separate Settings





## Special Education State Performance Plan (SPP) Indicators

### STATEWIDE PROGRESS AT A GLANCE

#### SPP 6

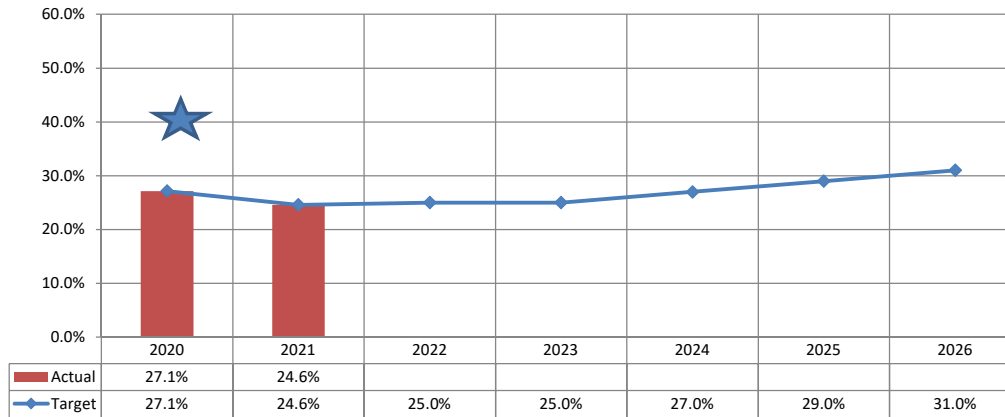
Percent of children aged 3 through preK5 with IEPs attending a:

A: Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program

B: Separate special education class, separate school or residential facility

C: ECSE services in the home

#### SPP 6A: ECSE with Majority of Special Education Services in Regular Program



Formula:

Percent = (Number in Category/Total Age 3-preK5 Child Count) x 100

Notes:

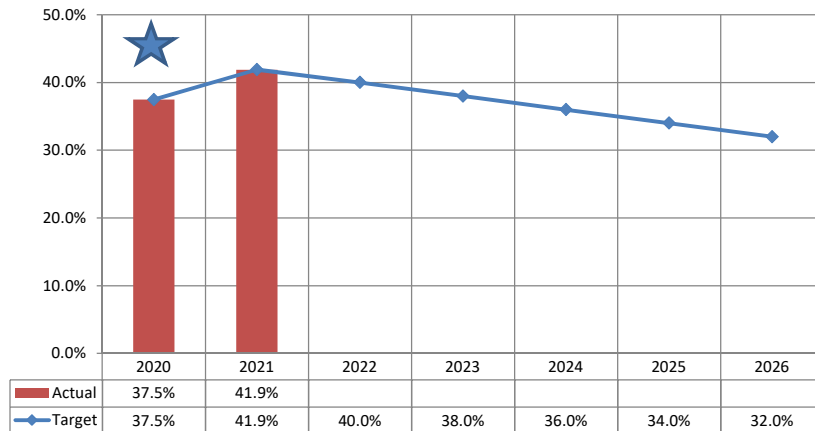
- 2019-20 changed to ages 5 year olds in kindergarten (5K) through 21, making 2020 the new baseline year for 6A and 6B. 6C was new for 2021.

- Blue star indicates baseline year

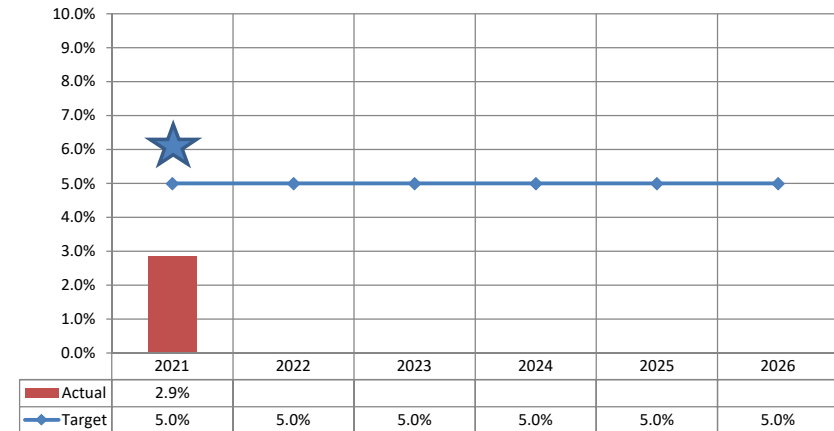
Source:

MOSIS December Student Core File

#### SPP 6B: ECSE Special Education Program



#### SPP 6C: ECSE Services in Home



## Special Education State Performance Plan (SPP) Indicators

### STATEWIDE PROGRESS AT A GLANCE

#### SPP 7

Percent of preschool children with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships)

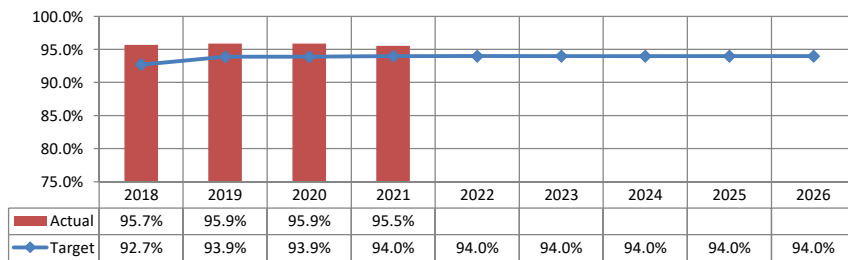
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

C. Use of appropriate behaviors to meet their needs

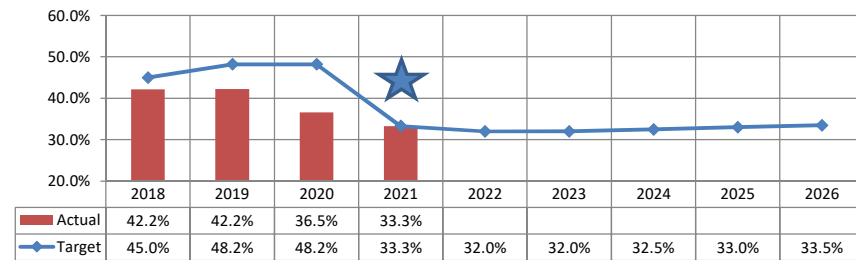
**Summary Statement 1:** Of those children who entered ECSE below age expectations, the percent who substantially increased their rate of growth by the time they exited ECSE.

**Summary Statement 2:** The percent of ECSE children who were functioning within age expectations by the time they exited ECSE.

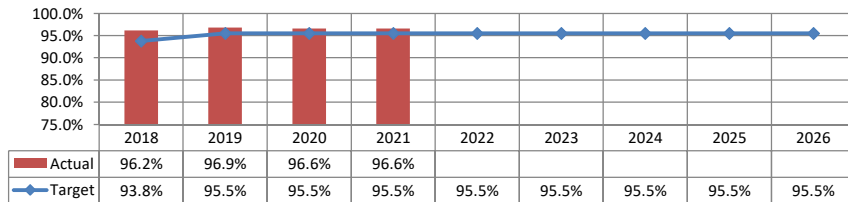
**Indicator 7A: Social-Emotional**  
**Summary Statement 1 (Increased Rate of Growth)**



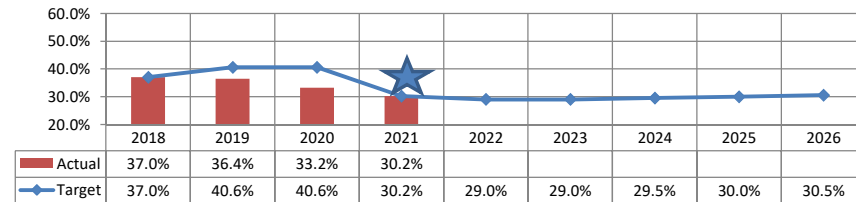
**Indicator 7A: Social-Emotional**  
**Summary Statement 2 (Age Appropriate at Exit)**



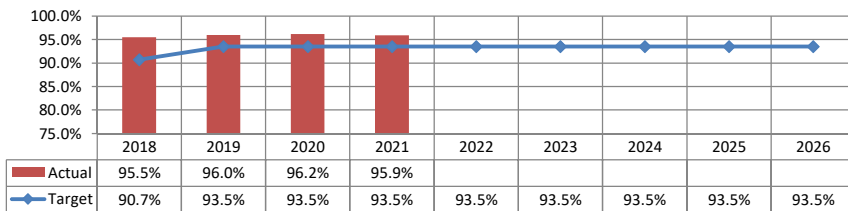
**Indicator 7B: Knowledge & Skills**  
**Summary Statement 1 (Increased Rate of Growth)**



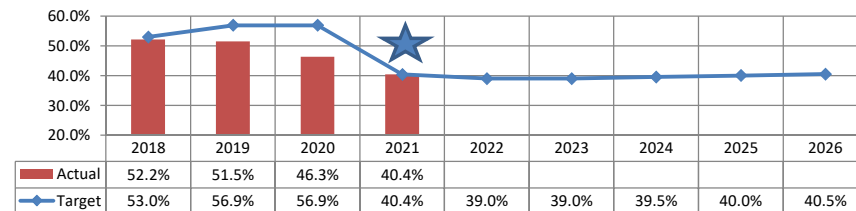
**Indicator 7B: Knowledge & Skills**  
**Summary Statement 2 (Age Appropriate at Exit)**



**Indicator 7C: Behaviors**  
**Summary Statement 1 (Increased Rate of Growth)**



**Indicator 7C: Behaviors**  
**Summary Statement 2 (Age Appropriate at Exit)**



Source: ECO entry and exit ratings submitted by districts via MOSIS

Blue star indicates baseline year

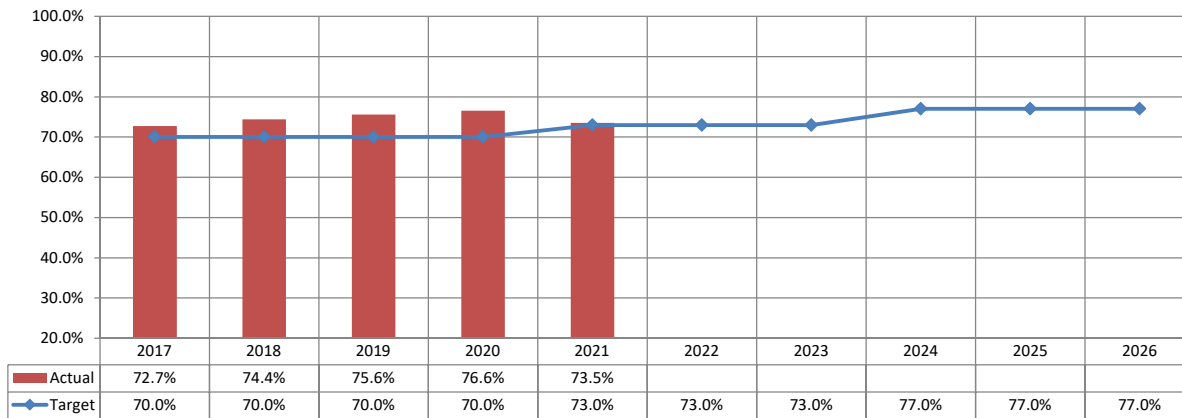
EARLY CHILDHOOD OUTCOMES

## Special Education State Performance Plan (SPP) Indicators STATEWIDE PROGRESS AT A GLANCE

### SPP 8

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities

#### SPP 8: Parent Involvement



#### Formula:

Percent =

(Number of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities/total number of respondent parents of students with disabilities) x 100

#### Note:

- Data collected during monitoring self-assessment year

#### Source:

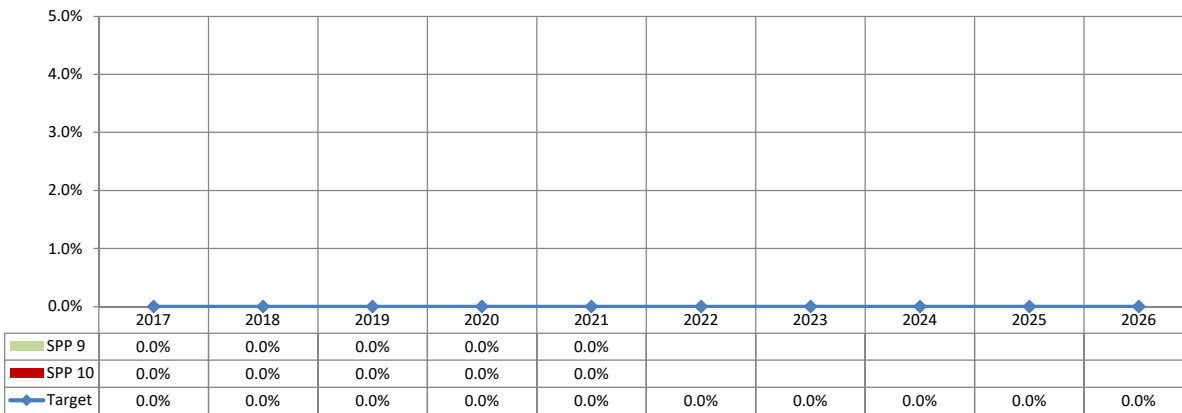
Parent Survey

PARENT INVOLVEMENT

### SPP 9 & 10

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

#### SPP 9 & 10: Disproportionate Representation as a Result of Inappropriate Identification



#### Formula:

SPP 9 Percent =

(Number of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification/Number of districts) x 100

SPP 10 Percent =

(Number of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification/Number of districts) x 100

#### Notes:

- Disproportionate representation of racial /ethnic groups determined using a risk ratio analysis. See APR for further  
- Targets are required to be 0% for these indicators

#### Source:

Special Education child count and district enrollment data via MOSIS

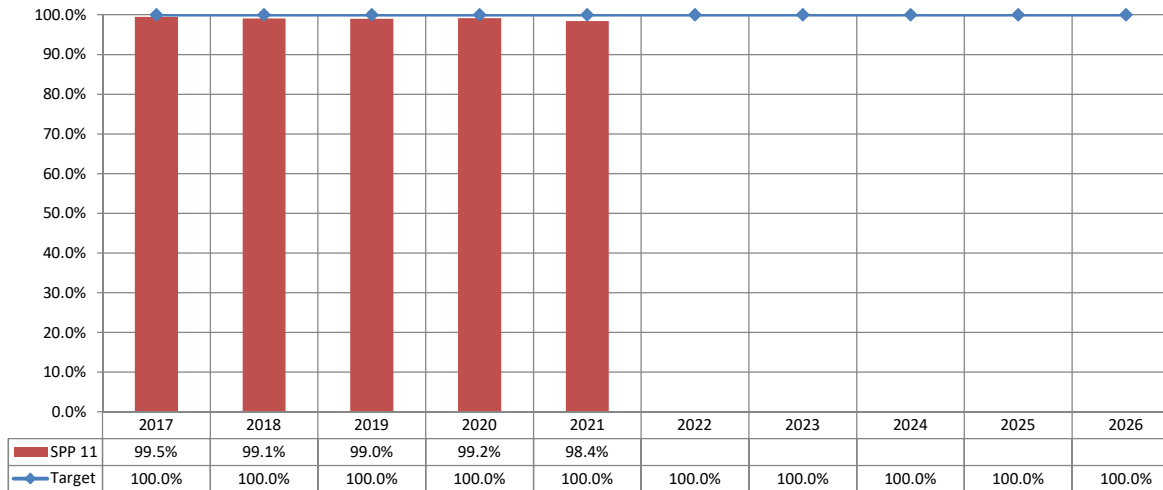
DISPROPORTIONATE REPRESENTATION

## Special Education State Performance Plan (SPP) Indicators STATEWIDE PROGRESS AT A GLANCE

### SPP 11

Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation

**SPP 11: Evaluation Timelines**



**Formula:**

Percent =  

$$\left( \frac{\text{Number of children determined not eligible whose evaluations were completed within 60 days} + \text{Number determined eligible whose evaluations were completed within 60 days}}{\text{Number of children for whom parental consent to evaluate was received}} \right) \times 100$$

**Notes:**

- Data on evaluation timelines collected during the monitoring self-assessment process
- Targets are required to be 100% for this compliance indicator

**Source:**

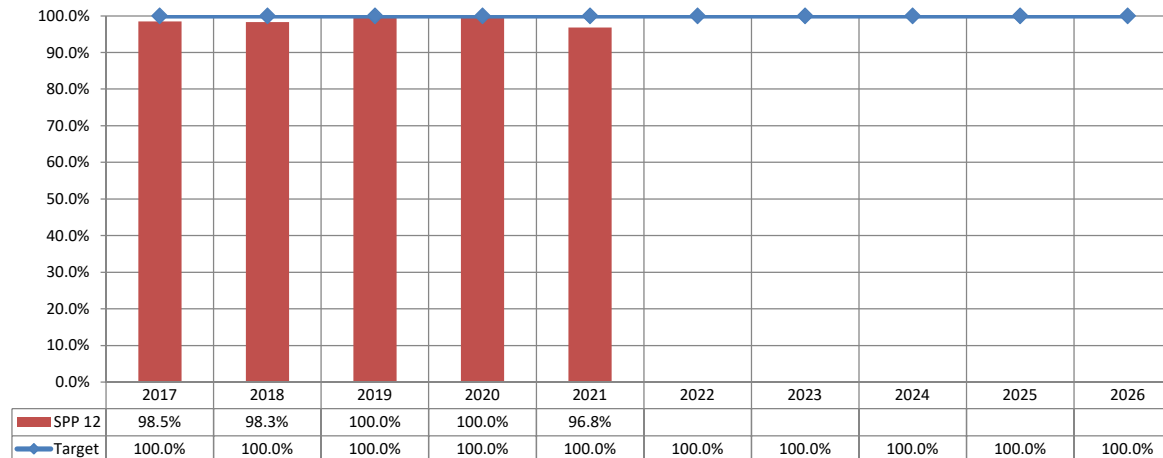
IMACS self-assessment data

EVALUATION TIMELINES

### SPP 12

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays

**SPP 12: Part C to Part B Transition Timelines**



**Formula:**

Percent =  

$$\left( \frac{\text{Number of children found eligible who have an IEP developed and implemented by their third birthdays}}{\text{Number of children served in Part C referred and found eligible for Part B}} \right) \times 100$$

\*Excludes number of children for whom parent refusal to provide consent caused delays in evaluation or initial services

**Notes:**

- Data on Part C to B transition timelines collected during the monitoring self-assessment process
- Targets are required to be 100% for this compliance indicator

**Source:**

IMACS self-assessment data

PART C TO PART B TRANSITION

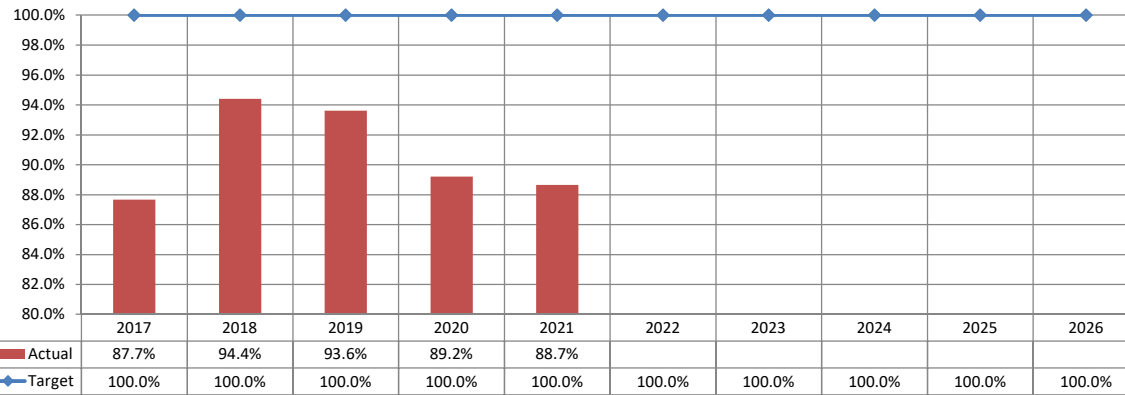
## Special Education State Performance Plan (SPP) Indicators

### STATEWIDE PROGRESS AT A GLANCE

#### SPP 13

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

#### SPP13: Post-Secondary Transition Plans



Formula:

Percent =

(Number of youth with IEPs aged 16 and above with an IEP that meets the criteria above/Number of youth age 16 and above) x 100

Notes:

- Data on transition plans collected during the monitoring self-assessment process.
- Targets are required to be 100% for this compliance indicator.

Source:

IMACS self-assessment data

TRANSITION PLANS

#### SPP 14

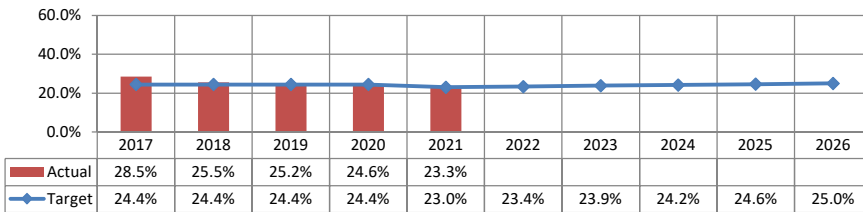
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school

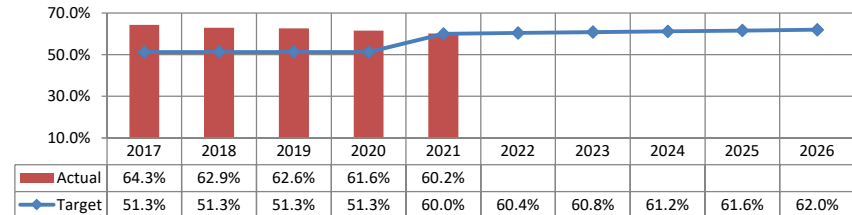
B. Enrolled in higher education or competitively employed within one year of leaving high school

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within on year of leaving high school

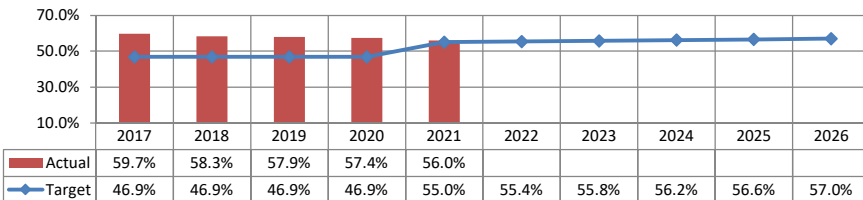
#### SPP 14A: Higher Education



#### SPP 14C: Higher Education, Other Training or Employment



#### SPP 14B: Higher Education or Competitive Employment



Source:

Graduate and dropout follow-up reported via MOSIS

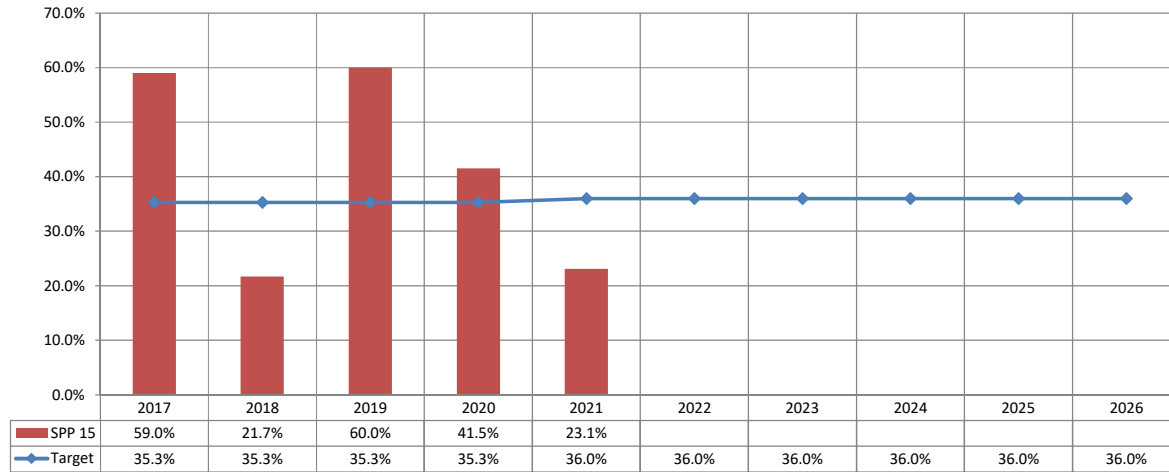
POST-SECONDARY FOLLOW-UP

## Special Education State Performance Plan (SPP) Indicators STATEWIDE PROGRESS AT A GLANCE

### SPP 15

Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements

**SPP 15: Resolution Settlement Agreements**



Formula:

SPP 15 Percent =  
(Number of hearing requests resolved through resolution  
settlement agreement/Total hearing requests that went to  
resolution session) x 100

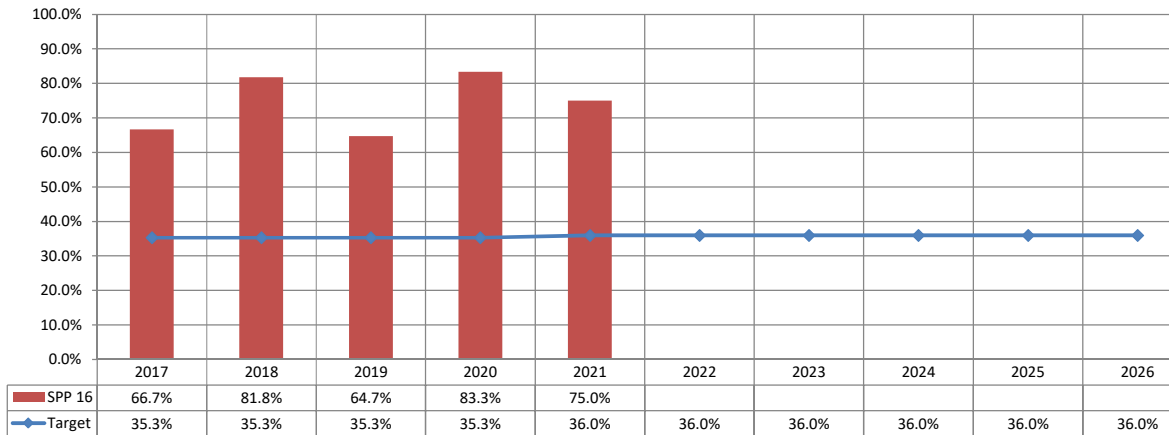
Source:  
DESE database

RESOLUTION SETTLEMENT AGREEMENTS

### SPP 16

Percent of mediations held that resulted in mediation agreements

**SPP 16: Mediation Agreements**



Formula:

SPP 16 Percent =  
(Number of mediations held that resulted in mediation  
agreements/Total number of mediations held) x 100

Source:  
DESE database

MEDIATION AGREEMENTS